DOCUMENT RESUME

ED 134 009 FL 008 321

TITLE English Language Teaching Profile: Tunisia.
INSTITUTION British Council, London (England). English-Teaching Information Centre.
PUB DATE Jun 75
NOTE 15p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Arabic; Bilingualism; Curriculum; Educational Finance; *Educational Policy; *English (Second Language); English Departments; English for Special Purposes; Foreign Countries; French; *Higher Education; Instructional Materials; Language Enrollment; *Language Instruction; *Language of Instruction; Language Role; Language Usage; Official Languages; Reading Materials; *Secondary Education; Second Language Learning; Teacher Education; Technical Writing; Universities
IDENTIFIERS *Tunisia

ABSTRACT

This profile in outline form of the English language teaching situation in Tunisia provides a brief survey of the distribution of languages and their use in various domains, and the role of English is described. Statistical information concerning general school enrollment is followed by information summarizing the role of English in secondary schools and in universities. The reading materials used by the Department of English of the University of Tunis for its four year course with a degree in English literature are listed, as well as the examinations required for the degree. Interest in English for Special Purposes is mentioned and language facilities for adults are described. The profile concludes with a discussion of teacher training for teachers of English, teaching materials, and British and American support for the teaching of English. A small bibliography and list of current research are included. (CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134009

ENGLISH-TEACHING INFORMATION CENTRE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ENGLISH LANGUAGE TEACHING PROFILE

COUNTRY: Tunisia

JUNE 1975

1. Linguistic Background

For over two thousand years, some form of bilingualism has been a feature of the Tunisian region of North Africa. Varieties of Punic, Berber, Latin, Arabic, Spanish, Turkish, Italian, Maltese and French have waxed and waned, intermingled and left traces in ever-changing proportions. Since the middle of the nineteenth century, particularly after the establishment of the French protectorate in 1881, the predominant languages have been Arabic, in dialectal, classical and literary forms, and French, increasingly adopted by Tunisians in their dealings with the occupying power and a large French community. Indeed, even before 1881, many Tunisian nationalists - like their counterparts in other areas of the Ottoman Empire - had welcomed French as an essential instrument for the modernisation of their country. In 1956, with the proclamation of the independent republic of Tunisia, Arabic became the official language of the state; the mother tongue of the vast majority of the population, it is now regarded as the vehicle of the country's Muslim-Arab heritage and as a distinctive characteristic of the new national identity. Nevertheless, French has continued to be used extensively and to be valued as an indispensable means of maintaining advantageous relations with a major European state. Arabic-French bilingualism and linguistic complexities within Arabic itself, however, have presented successive Tunisian governments with difficult policy decisions related to the use of language in the administration and, above all, in education. Discussion, even controversy, ranges over the extent to which each language should be used in different sectors of the public services, and the kinds of Arabic which should be adopted, with far-reaching implications, for example, for the printing of official documents, the training of teachers, the writing of textbooks, the direction of scientific research. Today, throughout the educational system, French maintains its supremacy as a subject of study and as a medium of instruction, although since 1956 it has been challenged by the policy of 'Tunisification', especially in the primary schools, aimed at the replacement of French teachers by Tunisians and the introduction of more Arabic. In the secondary schools and the university, on the other hand, a shortage of qualified Tunisian teachers (especially in mathematics and the sciences) and a lack of Arabic textbooks reinforce the demand for French personnel and materials, though the usefulness of English, particularly in scientific, technical and commercial subjects is receiving greater recognition.

2. The Role of English

2.1 Against this background, the use of English as a medium of instruction is insignificant - except for courses in the University Department of English (where some lectures on literature are given in French), an isolated class - on instrumentation - given by an American in the Ecole Nationale des Ingenieurs de Tunis (ENIT), and in the teaching of English itself in secondary schools and the Institut Bourguiba des Langues Vivantes (IBLV).

2.2 On the other hand, as a subject of study, English is well established and the demand for instruction in it appears to be growing steadily - not only in the University Department of English, the secondary schools and

FL008321

IBLV, but also in many other bodies, including the Institut Superieur de Gestion, the Institut des Hautes Etudes Commerciales, ENIT, the Institut de Presse, the Army, the Police, schools for the blind, hotel and tourism training centres, and the national airline (Tunis Air), the Centre des Recherches Industrielles.

2.3 For reading purposes too, English appears to be used more by university students and teachers, research workers and professional people in many fields - education, medicine, business management, economics, town planning, sociology, public administration, diplomacy. During the past 3 years, the growing interest in specialised literature in English has been reflected in official requests for presentations of British books and journals from various institutions, including the Neurology Institute of the Faculty of Medicine, the Centre d'Etudes et des Recherches Economiques et Sociales, the Institut d'Art, d'Architecture, et d'Urbanisme, the Bibliotheque Nationale and IBLV.

2.4 Furthermore, the development of diplomatic, commercial, aid and educational relationships with English-speaking countries (like the USA and Britain) and countries accustomed to using English extensively in their foreign transactions (like West Germany, the Scandinavian countries and the Arab states of the Middle East) has greatly enhanced the value of English as an international language. For some posts in the public services, aid agencies and commercial firms, English is an essential qualification. Despite currency restrictions, more Tunisians appear to be travelling to English-speaking countries for professional and recreational reasons, while, in the opposite direction, tourism has been attracting thousands of English-speaking visitors to Tunisia (including, during the 3 years 1972/3/4, nearly 330,000 British tourists alone). While French remains the principal language of communication between Tunisians and most foreigners in Tunisia, more Tunisians are acquiring English, the growing demand for which is reflected both inside and outside the formal educational system.

2.5 In the technical assistance sphere, in particular, Tunisians require a good knowledge of English if they are to benefit fully from training awards offered by donor countries. In the 10 years, 1965/74, about 1,700 Tunisians visited the USA on official study and training programmes. During the same period, at least 600 Tunisians went to Britain for similar purposes (the figure is probably much higher, and excludes visits organised by Tunisians themselves). In 1972, the Tunisian and British Governments signed a technical assistance agreement, which provides training facilities designed to further the social and economic development of the country; this scheme has attracted several professionally well qualified candidates, many of whom unfortunately have an inadequate command of English. Nevertheless, such programmes are bound to stimulate the learning of the language.

3. English Within the Educational System

Note: Reliable and comprehensive statistics have been difficult to obtain; a detailed analysis of trends is, therefore, not attempted in this profile; wide regional and sex variations and the problems of 'drop-outs' (defaillants) and 'repeaters' (redoublants) exist and modify the general picture.

3.1 General Since 1956, the Tunisian Government has allocated considerable resources to education (amounting at present to about one third of the annual budget). The main objectives are: to relate educational practice more effectively to the needs of the economy, to provide places for all

children of school age, to 'tunisify' the education of the individual pupil, to improve and expand teacher training at all levels, to modernise teaching methods. These policies have led to the frequent re-organisation of schools (especially in 1963, 1967, 1968, 1969 and 1970) leading to substantial changes in the syllabuses.

3.2 Expansion The overall population of Tunisia rose from 4,229,000 in 1961; to 5,179,000 in 1971; in 1971 more than 45% of the population was under the age of 14. The steady growth (despite, however, an intriguing drop in 1972/73 possibly caused by a stricter control over intake and 'repeating'), in the school and university population since independence is reflected in the following figures:

Year	Primary Schools	% of Children of School Age	Secondary Schools	University
1959-60	361,532	44	35,722	2,133
1961-62	465,577	46.30	45,751	2,309
1964-65	658,766	62	67,717	5,158
1969-70	900,519	72.74	161,382	9,413
1970-71	917,892	72.60	181,798	10,347
1971-72	934,827	72.40	184,125	10,992
1972-73	883,734	68.00	171,914	10,646
(Estimated in IV Plan for Economic & Social Development for 1973-6:				
1976-77	999,400	?	200,248	22,700)

3.3 Educational Pyramid

The following figures covering the year 1973/74, show the distribution of the pupil population by sector and sex.

Year	Totals	Male	Female		
5	85	75	10		HIGHER
4	149	137	12		
3	2022	1579	443		
2	2430	1810	620		
1	5546	4237	1309		
7	11630	8334	3296	)	SECONDARY
6	18342	13475	4867	) 2nd Cycle	
5	21989	15598	6391	)	
4	23675	16538	7137	)	
3	33656	23908	9748	)	
2	30047	20648	9399	) 1st Cycle	
1	41299	27730	13569	)	
		↑Competitive Admission↑			
6	133939	85357	46582		PRIMARY
5	132000	82239	49761		
4	133855	82642	51213		
3	157147	95947	61200		
2	157911	95080	62832		
1	152334	90957	61377		

3.4 Secondary Schools

3.4.1 At the present time, English is taught only in the second cycle of the secondary schools, starting in the 4th year; the syllabus covers 4 years (ie up to the 7th or Baccalaureat year) in schools which offer the full secondary programme; 3 or 4 hours a week are devoted to the subject, depending on the pupils' specialisations.

3.4.2 In 1971, it is estimated that about 45,000 pupils studied English; in 1974/1975, the number had risen to nearly 66,194. The following figures for 1974/75 show the distribution of pupils by specialised sections:

Year		4e	5e	6e	7e	Totals
Year of English		1st	2nd	3rd	4th	
		(Hours of English in brackets)				
	Section					
1.	Lettres	4418 (4)	4200 (4)	4869 (3)	4509 (3)	17996
2.	Maths-Sciences	8536 (3)	7867 (3)	6554 (3)	--	22957
3.	Maths	--	--	--	1169 (3)	1169
4.	Sciences Techniques	1164 (3)	988 (3)	746 (3)	812 (3)	3710
5.	Sciences	--	--	--	4007 (3)	4007
6.	Techniques Economique Administrative (TEA)	1410 (3)	1428 (3)	1367 (3)	--	4205
7.	Techniques Economique Gestion (TEG)	2444 (3)	1756 (3)	1904 (3)	--	6104
8.	Techniques Industrielles (TI)	2862 (0)	--	--	--	2862
9.	Sciences Economiques	--	980 (3)	947 (3)	957 (3)	2884
10.	Mechanics	--	1092 (0)	906 (0)	--	1998
11.	Electricity	--	617 (0)	561 (0)	--	1178
12.	Travaux Pratiques	--	356 (0)	197 (0)	--	553
13.	Topography	--	124 (0)	169 (0)	--	293
14.	Speciale Technique Economique	--	--	--	148 (3)	148
15.	Speciale Technique Gestion	--	--	--	152 (3)	152
16.	TI Filles	--	--	--	18 (0)	18
	Totals	20834	19408	18220	11772	70234

Note: 1. Number of students studying English: 66194

Number of students not studying English: 4040

2. Large proportions of students in mathematics, science and technical sections, as well as economics and business sections, pointing to a need for a wide range of specialised literature in ELT.

3. In the IVth Plan for Economic and Social Development, 1973-6, greater provision is being made for technical and scientific education:

eg Secondary Schools 2nd Cycle (ie years 4 to 7)	1972/73	1976/77 (estimates)
Sections:		
Technical	9,668	17,196
Science-Mathematics	22,702	31,276
Lettres	19,725	16,814
Totals:	52,095	65,286

3.4.3 Before the beginning of the Textbook Project in 1969 (see para 5.1 below), little distinction was made between language and literature in the teaching of English, and literary models and translation played a large part in the teaching of language. New teaching materials produced under the project - in the form of two new series of textbooks - have since 1971 introduced a more practical approach in the teaching of the language.

3.4.4 One examination is taken: the Baccalaureat at the end of the seventh year (fourth year of English). Under a coefficient system, English is weighted less than many other subjects (eg with a weighting of 2 in the Baccalaureat in comparison with 6 for Mathematics and 5 for Physics); it is difficult to know whether this acts as a slight disincentive to the learning of the language in the classroom.

3.4.5 Textbooks and syllabuses are controlled by a committee of officials and inspectors of English under the Department of Secondary Education in the Ministry of Education.

3.4.6 In 1975, there were a Chief Inspector and two Inspectors of English, assisted by one conseiller pedagogique (a senior English teacher with a special advisory responsibility); the number of conseillers pedagogiques has fluctuated in recent years (in 1974 there were 4). In the absence of courses on language teaching methodology in the Ecole Normale Superieure (the training department of the university), the Inspectorate exercises considerable influence on the training of graduates in English during their first two years of teaching, through the assessment of classroom performance and of occasional papers written on teaching subjects. The Inspectors are responsible for awarding full professional status to new teachers and recommending teachers for promotion.

3.5 Higher Education

3.5.1 In the University of Tunis, the general expansion in student numbers since the opening of the university (as an Institut des Etudes Universitaires) in 1950 has been accompanied by a corresponding increase in the number of students of English in the Department of English, as the following figures show:

Department of English	Enrolment	
	1st Year	Total
1959/60	--	36
1960/61	--	120
1967/68	less than 200	--
1972/73	220	445
1973/74	350	--
1974/75	597	960
1975/76 (estimated)	800 over	1000

Note: The above figures include students enrolled in the Ecole Normale Supérieure (ENS) who receive additional English instruction (see 4.5). The following figures show the distribution of students by year as well as the tremendous expansion over two recent years:

Year	1972/73			1974/75		
	Maîtrise	ENS	total	Maîtrise	ENS	Total
1st	195	25	220	555	42	597
2nd	86	14	100	165	36	201
3rd	77	3	80	85	17	102
4th	39	6	45	60	-	60
Total	397	48	445	865	95	960

The pass rate in the fourth year is estimated at 70 - 75%, of whom between a third and a half become teachers of English.

3.5.2 Expansion in the department has been caused partly by the Ministry of Education's policy to increase the supply of graduates for teaching English in secondary schools and English-speakers with higher education for government service and partly by the demand for places by students passing the Baccalaureat. Since, in principle, all Baccalaureat holders have a right to a university place entrance standards tend to be low, and the number of students dropping out during the first two years of the fourth year undergraduate course is high. Many of those who do not complete the course, however, eventually enter middle or senior positions in government service, the public utilities and commerce.

3.5.3 The Department offers a 4-year course leading to a maîtrise in lettres anglaises; undergraduates are obliged to spend 6 months in an English speaking country during the course of their studies. More students go to Britain for this purpose as French assistants in secondary schools under arrangements made by the Central Bureau for Educational Visits and Exchanges; the number of assistants has risen substantially in recent years:

1968 - 18, 1969 - 30, 1970 - na, 1971 - 52,

1972 - 53, 1973 - 78, 1974 -100, 1975 -105 (estimated).

3.5.4 Although a distinction is now made between literature and language, heavy emphasis is placed upon British and American literature and civilisation. Revised courses in spoken English, including phonetics and language laboratory work, were introduced by British lecturers into the first and second years of the syllabus in 1969 and 1970.

3.5.5 In 1974/75, the following books were prescribed:

1ère Année Du 1 er Cycle

O WILDE: The Importance of Being Earnest

WESKER: Trilogy

T HARDY: The Mayor of Casterbridge

E HEMINGWAY: A Farewell to Arms

J HAYWARD: Penguin Book of English Verse

A KASPI: La Vie Politique En Amerique

D THOMSON: England in the 19th Century

D THOMSON: England in the 20th Century

D ARTAUD: Histoire Des Etats-Unis

R MARX: Histoire Du Royaume Uni

M CHARLOT: La Vie Politique Dans L'Angleterre d'Aujourd'hui

MARTINET & THOMPSON: An Introduction to English Grammar

J D O'CONNOR: Better English Pronunciation

The Advanced Learner's English Dictionary

MANSION: The Shorter Harrap's Dictionary

D JONES: English Pronouncing Dictionary

2ème Année Du 1 er Cycle

W SHAKESPEARE: Richard III

W SHAKESPEARE: As You Like It

D WRIGHT: Penguin Book of English Romantic Verse

H FIELDING: Joseph Andrews

P VITOUX: La Poésie Romantique Anglaise

J AUSTIN; Pride and Prejudice

N HAWTHORNE: The Scarlet Letter

F SCOTT FITZGERALD: The Great Gatsby

J H PLUMB: England in the 18th Century

J J MAYOUX: La Peinture Anglaise

C E OLMSTEAD: Religion in America: Past and Present

1ère Année Du 2ème Cycle

W SHAKESPEARE: Hamlet

T STOPPARD: Rosencrantz and Guildenstern are Dead

J DONNE: Poèmes Choisis

E LUCY-SMITH: Penguin Book of Elizabethan Verse

O GOLSMITH: She Stoops to Conquer

SHERIDAN: The School for Scandal

C DICKENS: Great Expectations

E BRONTE: Wuthering Heights

W GOLDING: Lord of the Flies

LOWRY: Under the Volcano

J DONNE: Complete English Poems (Smith Ed)

H MELVILLE: Moby Dick

STEPHEN CRANE: The Red Badge of Courage

2ème Année Du 2ème Cycle

J JOYCE: The Essential James Joyce

J JOYCE: Ulysses

I MURDOCH: Under the Net

CONRAD: Lord Jim

HINCHLIFF: The Absurd

L CARROLL: Alice's Adventure in Wonderland

W SHAKESPEARE: King Lear

L STERNE: Tristram Shandy

W LEWIS: The Revenge for Love

T S ELIOT: Selected Poems

S BECKETT: Krapp's Last Tape and Embers

M FABRE: Les Noirs Americains

S L GROSS & J E HARDY ed: Images of the Negro in American Literature

A CHAPMAN ed: Black Voices

H MELVILLE: Shorter Novels of H Melville

M TWAIN: Pudd'nhead Wilson

BALDWIN: Go Tell it on the Mountain

R WRIGHT: Native Son

W FAULKNER: Go Down Moses

R ELLISON: Invisible Man

3.5.6 Examinations leading to the Maîtrise consist of the following:

Premier cycle

1st Year

A. Written (3 papers)

1 and 2 Translation from and into English

3 Civilization of Britain or USA (to be answered in French)

4 Introduction to Literature (mainly concerned with literary forms)

B. Orals

1 Grammar and Phonetics

2 Civilization or Literature

4 Arabic

2nd Year

A. Written (3 papers)

1 and 2 Translation from and into English

3 Literary essay (on any of the set books)

B. Orals

1 Civilization (History of Britain or USA, British Painting, Religion in America)

Deuxieme cycle

1st Year

A. Written (2 papers)

1 Translation from and into English

2 A literary essay

B. Orals

1 Translation

2 Literature

3 Arabic

2nd Year

A. Written (1 paper only)

A critical commentary on set books (one by Joyce, Literature of the Absurd, American Negro Literature)

B. Oral

1 Literature (one question on a set book)

2 Arabic

3.5.7 In 1975/76 it is hoped to introduce a 3-year postgraduate course in applied linguistics at the end of which successful candidates will

receive a Diplome de Recherches Approffondies (DRA). By means of this course selected Tunisian graduates will be qualified to undertake English language (mainly comprehension) in the first 2 years of the maîtrise course. At the end of the first 2 years of DRA course, candidates will take one 4-hour paper; during the third year they will prepare a thesis on an aspect of applied linguistics.

3.6 Interest in English for Special Purposes has been growing during recent years, although, apart from certain courses in ENIT, the Institut Superieur de Gestion, IBLV and the Hotel Training Centre at Monastir, regular provision has not been widely organised. In the secondary sector, the Director of Secondary Education (a former Director of Technical Education) has expressed interest in acquiring books in English for technical schools; in the university, a committee has worked on the possibility of organising English courses for specialists in subjects other than in English. In February 1975, considerable interest was shown by Tunisians in a Conference on English for Special Purposes in North Africa which was sponsored and organised by the Ford Foundation. Fifteen out of some 25 participants from Morocco, Algeria, Libya and Tunisia were Tunisian. The conference recommended the formation of an Association of North African Teachers of English and recognised 'the increasing role of English in our countries and the urgent need for a shift towards more appropriate language programs, tailored to the needs of the area. We particularly appreciate the growing relevance of ESP'.

3.7 The following figures, taken from the IVth Plan for Economic and Social Development 1973-76, reflect the intention of the Tunisian Government to shift the bias of higher (and by implication secondary) education away from literary towards technical and scientific projects; such a trend would almost certainly increase the demand for special purpose English and for technical literature in English:

	1972/73	1976/77
Total number of university students	10,646	22,700
Faculty of Letters	3,205	4,978
Faculty of Science (including science sections of Ecole Normale Superieure)	2,344	7,646
Faculty of Medicine	1,009	2,254
School of Engineering (ENIT)	343	2,118

3.8 English for Adults

The Institut Bourguiba des Langues Vivantes (IBLV) an institute of the University of Tunis, carries the main responsibility for providing instruction for adult learners of modern languages - English, French, German, Italian, Tunisian Arabic and Classical Arabic. Founded by USAID in 1959, it became a Tunisian organisation in 1962, after which it received help from Ford Foundation in the building of its premises and the setting up of its language laboratory and library. Its total enrolment in 1974 was about 2,500 students, of whom some 1,700 were studying English (figures which themselves indicate the extent to which English is preferred to other European languages). There are about 25 teachers of English, many of them Peace Corps Volunteers. Four types of courses in English are offered; normal (4 hours a week over 4 years with a fifth year being added), intensive (20 hours a week), semi-intensive (10 hours a week) and a summer

one (15 hours a week). Special courses have been arranged for the police, banks and university faculties. IBLV has branches in Sfax, Sousse, Bizerte, Nabeul, Kasserine, Gabes, Jerba, Gafsa and Menzel Bourguiba.

4. Teaching Cadre

4.1 In general, the supply of teachers of English has not kept pace with the growing demand in the secondary schools and the university. In spite of the fact that the number of Tunisian graduates has steadily increased over the past 10 years, dependence upon teachers of other nationalities has continued, although with a greater proportion of native speakers (British and American) than French teachers of English, and a diminished number of volunteers (Peace Corps and VSO). The following figures illustrate the changing composition of the teaching cadre in secondary schools:

Nationality	65-66	66-67	67-68	68-69	69-70	70-71	71-72
Tunisian	65	73	100	101	108	137	160
French	48	35	38	29	25	33	19
Others, including	133	162	162	136	77	29	50
Peace Corps	(109)	(136)	(125)	(115)	(48)	(1)	(33)
VSO	(na)	(15)	(17)	(9)	(5)	(5)	(8)
Total	246	240	300	266	210	199	229

Note: The number of VSO teachers fell to 7 (1972/3), 6 (1973/4), 3 (1974/5); no further recruitment was envisaged in 1975/6.

4.2 In the University as a whole, the number of Tunisian teachers for all subjects has also increased over the past 13 years, though the proportion has not improved substantially eg in 1961/62 54 out of 118 (45%) and in 1974/75 453 out of 826 (54.6%). In 1974/75, the full-time teaching staff of the English Department consisted of 9 Tunisians, 16 French, 4 British, 1 American; there were also 2 part-time Tunisians.

4.3 In the 3 years 1973, 1974 and 1975, the Ministry of Education has attempted to recruit British teachers in Britain in order to make up the shortfall; hitherto numbers recruited in this way have been small (eg 7 in 1974).

4.4 It is hoped that the expansion of the Department of English in recent years will improve the supply of Tunisian teachers to both secondary schools and the Department itself.

4.5 Training

There is no special provision for the pre-service training of teachers of English in the Department of English or in the Ecole Normale Superieure, though some students in the department who are enrolled in the ENS obtain additional instruction in English and follow courses on educational subjects. Graduates who become teachers of English work under the supervision of the Inspectors of English (as described in 3.4.6 above). Since the commencement of the Textbook Project in 1969, considerable interest in in-service training has been generated and an annual summer school and several short seminars have been organised, primarily, though not solely, with the purpose of discussing the content and methodology of the new materials being produced.

4.6 An Association of Tunisian Teachers of English has been founded and was officially recognised in 1975.

5. Teaching Materials

5.1 Textbook Project

In 1969, a project, jointly financed by Ford Foundation and the British Ministry of Overseas Development and with the collaboration of the Tunisian Ministry of Education, was begun for the production of textbooks and audio-visual aids for the teaching of English in secondary schools, mainly in order to replace books designed for use in French schools and to encourage more practical language teaching. An Anglo-American team consisting originally of an American and a British writer (subsequently joined by a second British writer in 1970 and a third in 1974) has been engaged in preparing texts, illustrations and tapes and teachers' manuals for a series of 4 textbooks for the secondary school programme (see para 3.4). Work on 2 series has been undertaken - the first, written during the initial and experimental phase of the project, is entitled A COURSE IN CURRENT ENGLISH (Books 1, 2 and 3 being introduced into schools during 1971/74) will be replaced by a definitive series, ENGLISH FOR MODERN LIFE, in 1975/76. Ford Foundation intends to withdraw from the project in August 1975.

5.2 In 1972 the Ministry of Overseas Development presented 160 tape recorders to be used in conjunction with project materials.

5.3 Largely because of currency and importation regulations and the preoccupation of local bookshops with the sale of French books, there is a shortage of textbooks and other ELT materials in Tunisia. The position has improved slightly recently with the establishment in 1973 of the Centre National Pedagogique (which has arranged for a consignment of small English dictionaries to be sold) and with the reorganisation of a local bookshop, Librairie de la Bonne Nouvelle, run by an American, who at present is endeavouring to provide a better service of books in English to university and secondary school teachers and students.

5.4 Longman's/British Council 'English Language Units' have been used by IBLV and in the University Department of English. In 1974/75, IBLV and the Institut Superieur de Gestion have shown keen interest in obtaining the Bellcrest Series, but hitherto importation regulations have prevented them from obtaining the accompanying tapes and films. 'Walter and Connie', 'Walter and Connie Reporting' and 'Slim John' have been shown on Tunisian television.

5.5 There are no other local projects for the production of ELT materials.

6. English Outside the Educational System

6.1 Neither the British Council nor the American Cultural Centre has an English language teaching programme. Private tuition is offered by few individual teachers. There is a small private school providing mainly courses in commercial subjects but also offering English classes.

6.2 Courses in English for special purposes have been organised from time to time by the army, the national air line, and the post office (see 2 above).

7. British Support for the Teaching of English

7.1 Staff

3 Textbook writers (ODM-financed)

2 University lecturers (one ODM, one British Council financed)

3 VSO (2 in Sfax, one in Kairouan)

About 7 teachers recruited by the Tunisian Ministry of Education.

7.2 Key posts

The textbook writers are engaged full-time on the Textbook Project, which is administered in part by the British Council on behalf of the Ministry of Overseas Development.

The two university lecturers are responsible for spoken English courses, including phonetics and language laboratory work, in the first 2 years of the maîtrise course.

7.3 Main ELT Activities of the British Council

(Note: The Council began operating in Tunisia in 1963)

These include: the Testbook Project (see para 7.2) - staff administration, negotiations on copyright and production aspects, etc; advice to the Ministry of Education on ELT matters, including recruitment; meeting the expenses of the British visiting lecturers for summer schools and university courses ; awards to Tunisian teachers attending British Council summer schools; occasional book exhibitions (1973 Summer School, 1975 Conference on English for Special Purposes); Library services (special section on ELT); presentation of books to the Department of English and IBLV and supplementary readers to school libraries; prizes for best Baccalaureat pupils; films, records, brochures, tapes for secondary school and university teachers of English; VSO support.

8. American Support for the Teaching of English

8.1 Ford Foundation

The Foundation has played a very important role in ELT in Tunisia, by the presentation of books to IBLV, its contribution to the Textbook Project (including the services of the team leader, administrative and secretarial support, office equipment, meeting the expenses of prototype tape recordings), financing the living expenses of Tunisian teachers attending seminars, and sponsoring a conference of English for special purposes.

8.2 Peace Corps

See para 4.1 for numbers of teachers of English recruited by Peace Corps. The Corps has also made substantial financial contributions to lecturers' fees and other expenses necessary for the organisation of ELT summer schools.

8.3 USIS

The American Cultural Centre has provided background material, including films, to help teachers in classes dealing with American civilisation.

8.4 USAID

Offers scholarships to teachers to specialise in ELT at US universities.

9. General Statement

9.1 The main weaknesses in the ELT situation appear to be: inadequate long-term pre-service and in-service training of teachers, the poor supply of literature in English in the bookshops, absence of research into ELT problems (apart from those connected with the Textbook Project), an excessively small cadre of inspectors to direct and oversee the general ELT effort, inadequate provision for special purpose English.

9.2 On the other hand, there are a number of obvious strengths: a high standard of competence in English and a growing sense of professionalism amongst Tunisian teachers (due largely to the spoken English courses in the university and the CBEVE assistants scheme), the production of good teaching materials under the Textbook Project which has helped to develop interest in methodology and in-service training.

9.3 Although the role of English is at present limited (see para 2), the demand for it is likely to grow steadily. The language is becoming increasingly significant in the development of technical and scientific (including medical and engineering) education, and in commercial, diplomatic and social relationships with many countries.

10. Current Research and Bibliography

10.1 There is no ELT research in Tunisia at present except that taking place in the Textbook Project.

10.2 Statistiques Essentielles de l'Education Nationale 1971-72 (Direction des Statistiques et de la Planification - December 1971).

IV^{e} Plan de Developpement Economique et Social 1973-76

IV^{e} Plan de Developpement Economique et Social 1973-76, Annexes

Sraieb, N - Colonisation, Decolonisation et Enseignement, l'Exemple Tunisien (Institut National des Sciences de l'Education) 1974

Revue Tunisienne de Sciences Sociales - Série Linguistique
1 (October 1968), 2 (June 1969)
3 (November 1970)

Foster - Education in Tunisia - ETIC Archiv. K961.1 ABS

Gmar - ELT Teacher Training in Tunisia - 1972 - ETIC Archiv. K961.1 OX OKF.